

EKWALL/SHANKER INFORMAL READING INVENTORY

Emergent Literacy Tests - Phonemic Awareness

Directions

A. Rhyme Recognition¹

Model Item: Say: "Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: *cat, sat, mat, fat, rat*. Now I will say two words and if they rhyme, I'll put my thumb up. If they don't rhyme, I'll put my thumb down. Listen: *big-pig*." (Put your thumb up after you say the words.) "Now watch while I do another one: *dog - tree*." (Thumb down.)

Practice Item #1: "Now you try it. Listen: *my, fly ...*" (If student gives the correct response, give the second practice item. If not, demonstrate again as described in the model item.)

Practice Item #2: Say: "Good. Now I will say two more words and if they rhyme, you put your thumb up. If they don't rhyme, put your thumb down. Listen: *take - house...*" (If student gives the correct response, go on to the test items. If not, cease testing.)

Test Items: Say: "Good. Let's do some more. Remember, put your thumb up if the words rhyme and put your thumb down if the words don't rhyme" (Record student response in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

B. Rhyme Production

Model Item: Say: "Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: *fit, dit, rit, sit, kit*."

Practice Item #1: "Now I will say two words and you say one that rhymes. It doesn't have to be a real word. It can be a silly one. Listen: *rake, take ...*" (Student says rhyming word. If student gives incorrect response, prompt or assist as needed.)

Practice Item #2: Say: "Good. Let's try it again, I will say two words and you say one that rhymes. Listen: *fat, rat...*" (If student is successful, go on.)

Test Items: Say: "Good. Let's do some more." (Record student response in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

C. Initial Sound Recognition

Model Item: Say: "Now we're going to listen for sounds at the beginning of words. The first sound in *sit* is s-s-s-s-. The word *sit* starts with s-s-s-s. You tell me the beginning sound of *sit*." (If the student gets it right, say: "Very good." If not, repeat the instructions. Be prepared for the possibility that the

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student may give you a rhyming word instead of the beginning sound. If this occurs, re-emphasize the beginning sound.)

Practice Item: "Now I will say two words and you tell me the beginning sound of these words. f-ish ... f-un." Emphasize the beginning sound, but do not distort it too much.) If necessary, ask: "What sound do you hear at the beginning?" (If the student gets the item right, go on to the test items. If not, try one more example: sock- sun. If the student fails on this item, cease testing.)

Test Items: Say: "Good. Let's do some more." (Record student response in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

D. Phoneme Blending

Model Item: Say: "I have a robot friend. He can say words in a funny way. When he says *bad*, he says /b/-/a/-/d/. When he says *fan*, he says /f/-/a/-/n/." Emphasize and distinctly separate each of the letter sounds, but do not distort the sounds. For example, for *bad*, do not say: /buh/-/aaa/-/duh/.)

Practice Item: "Now I'm going to say words like a robot and you tell me what the words really are. Okay? /c/-/a/-/t/." [Pause for student's response] /b/-/i/-/g/, [pause for student's response] (Student should say *cat* and *big*. If student doesn't, stop the assessment.)

Test Items: Say: "Good. Let's do some more." (Record student response in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

E. Phoneme Blending

Model Item: Say: "Now you get to be the robot. I'm going to say a word and I want you to say all the sounds of the word like my robot friend does. So if I say *pat*, you would say /p/-/a/-/t/." Pronounce the whole word slowly and clearly, separating the sounds as you say the word.

Practice Item: "Okay, you try it. The word is *cat*. Say it like my robot friend does." (Student should say /c/-/a/-/t/. If necessary, try one or more practice items. If student can't, stop testing.)

Test Items: Say: "Good. Let's do some more." (Record student response in each space next to the test words. If the student misses 3 consecutive items, stop testing.)